

LANDRUM JUNIOR HIGH

104 Redland Rd
Landrum, SC 29356

GRADES 7-8 Middle School

ENROLLMENT 183 Students

PRINCIPAL John M. Hodge 864-457-2629

SUPERINTENDENT Dr. James A. Littlefield 864-472-2846

BOARD CHAIR Henry T. Gramling 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

1

Good

24

Average

14

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

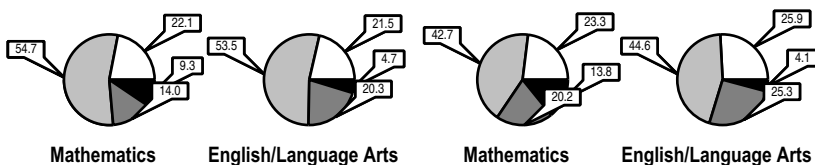
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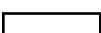
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	16	88	22
Percent satisfied with learning environment	100.0%	81.8%	72.7%
Percent satisfied with social and physical environment	87.5%	86.2%	57.1%
Percent satisfied with home-school relations	93.8%	87.2%	81.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	183	100.0	21.5	53.5	20.3	4.7	25.0	17.6
Gender								
Male	113	100.0	27.1	52.3	14.0	6.5	20.6	17.6
Female	70	100.0	12.3	55.4	30.8	1.5	32.3	17.6
Racial/Ethnic Group								
White	164	100.0	19.5	53.9	21.4	5.2	26.6	17.6
African-American	15	100.0	42.9	50.0	7.1	N/A	7.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	147	100.0	17.3	51.8	25.2	5.8	30.9	17.6
Disabled	36	100.0	39.4	60.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	183	100.0	21.5	53.5	20.3	4.7	25.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	183	100.0	21.5	53.5	20.3	4.7	25.0	17.6
Socio-Economic Status								
Subsidized meals	66	100.0	34.5	53.4	10.3	1.7	12.1	17.6
Full-pay meals	117	100.0	14.9	53.5	25.4	6.1	31.6	17.6

Mathematics								
All students	183	100.0	22.1	54.7	14.0	9.3	23.3	15.5
Gender								
Male	113	100.0	20.6	51.4	15.0	13.1	28.0	15.5
Female	70	100.0	24.6	60.0	12.3	3.1	15.4	15.5
Racial/Ethnic Group								
White	164	100.0	19.5	56.5	13.6	10.4	24.0	15.5
African-American	15	100.0	42.9	42.9	14.3	N/A	14.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	147	100.0	18.0	55.4	15.8	10.8	26.6	15.5
Disabled	36	100.0	39.4	51.5	6.1	3.0	9.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	183	100.0	22.1	54.7	14.0	9.3	23.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	183	100.0	22.1	54.7	14.0	9.3	23.3	15.5
Socio-Economic Status								
Subsidized meals	66	100.0	31.0	48.3	19.0	1.7	20.7	15.5
Full-pay meals	117	100.0	17.5	57.9	11.4	13.2	24.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	87	N/A	17.2	39.1	40.2	3.4	43.7
	Grade 8	79	N/A	13.9	51.9	25.3	8.9	34.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	88	100.0	22.2	53.1	18.5	6.2	24.7
	Grade 8	95	100.0	20.9	53.8	22.0	3.3	25.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	87	N/A	28.7	36.8	17.2	17.2	34.5
	Grade 8	79	N/A	32.9	53.2	11.4	2.5	13.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	88	100.0	21.0	44.4	23.5	11.1	34.6
	Grade 8	95	100.0	23.1	63.7	5.5	7.7	13.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 183)				
Students enrolled in high school credit courses (grades 7 & 8)	12.0%	Down from 13.6%	22.6%	14.4%
Retention rate	N/A	N/A	1.9%	2.3%
Attendance rate	95.6%	Up from 94.9%	95.5%	95.2%
Eligible for gifted and talented	21.5%	Up from 6.2%	20.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.8%	Up from 11.3%	12.6%	14.1%
Older than usual for grade	N/A	N/A	3.4%	4.9%
Suspended or expelled	0.5%	Down from 0.6%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	38.5%	Up from 16.7%	45.7%	47.1%
Continuing contract teachers	76.9%	Down from 83.3%	85.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.0%	No change	87.2%	84.3%
Teacher attendance rate	96.8%	Up from 94.6%	95.4%	95.0%
Average teacher salary	\$36,826	Down 0.2%	\$40,734	\$39,924
Prof. development days/teacher	11.7 days	Up from 10.8 days	10.3 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio	20.9 to 1	Up from 20.6 to 1	22.2 to 1	21.0 to 1
Prime instructional time	91.4%	Up from 87.9%	89.6%	88.9%
Dollars spent per pupil*	\$6,068	Down 2.2%	\$5,406	\$5,854
Percent spent on teacher salaries*	66.6%	Up from 58.3%	62.8%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	96.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our theme for the 2002-2003 school year was "South Carolina: Write People, Write Places." We incorporated this theme across the curriculum to include two school-wide writing projects. For the first project, students wrote to the Chamber of Commerce of various counties throughout our state to research the geography, economy, and demographics of the community. They used this information to create brochures for display at the South Carolina Welcome Center. For the second project, students wrote to South Carolina servicemen and women in Iraq and in other countries around the world. Students and teachers alike were thrilled with the response they received from the front line.

In the spring of 2002, Landrum Junior High School completed the five-year SACS review. We continued to focus on reading and writing across the curriculum and applied for the Exemplary Reading Award. In the coming year, we will renew our efforts to become an Exemplary Reading and Writing School.

We are very proud of our faculty and student achievements. This year LJHS earned recognition as a South Carolina Red Carpet School. Over three hundred schools applied; 126 received this award. Seven LJHS students were honored as SC Junior Scholars. We had fourteen seventh graders participate in the Duke TIP program and of those, three were acknowledged as State Honorees for scoring over 510 on either the math or verbal sections of the SAT. We had three students to be published in Maggie's Drawers, an anthology published by the University of South Carolina, Spartanburg. In addition, seven LJHS band students received superior ratings in regional competition.

Outside the classroom, our students have engaged in a number of service learning projects. These included Pennies for Patients, a fundraiser for the American Cancer Society and a fundraiser for the Spartanburg County Arts Center. This year our Beta Club worked with the local VFW and other county agencies to provide a SAFE Kids Day for children ages two to twelve. Because of their efforts, over two hundred children participated in the Landrum Fire Department SmokeHouse and received free bike helmets and inflatable swimmyies.

Areas of special emphasis this year included the use of technology to enhance instruction, and increased parental and community involvement. The SIC identified goals to include improved critical and creative thinking skills, an increased knowledge of, and respect for, different cultures and an appreciation for the arts. Providing a safe and positive learning environment is always of paramount importance.

John Hodge, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.